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ABSTRACT

A 3-year project in the University of Arkansas' vocational teacher education program used a problem-solving approach to help vocational teachers develop innovative methods to teach vocational content. The project had four goals: (1) to design inservice teacher workshops for high technology internship programs; (2) to identify and select participants from surrounding counties; (3) to expand vocational training opportunities; and (4) to develop and field test a model internship program. One hundred five teachers participated in 60 3-hour seminars involving high technology, internships, leathercraft, and ways of incorporating basic skills in vocational classes. They also developed an internship program for use in their schools in which 200 high school students were placed. (This document contains an appendix of information about the student internship seminar and a training manual. The training manual includes the following: (1) advisory committees; (2) high technology training stations; (3) student placement and evaluation; (4) students' responsibilities; (5) school responsibilities; (6) industries' responsibilities; (7) program evaluation, suggestions, and recommendations; and (8) conclusions.) (NLA)

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IMPROVING AND EXPANDING VOCATIONAL TEACHER EDUCATION THROUGH INTERNSHIP ARRANGEMENTS IN TECHNICAL EDUCATION

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FINAL REPORT

INCREASING AND EXPANDING VOCATIONAL EDUCATION THROUGH INTERNSHIP ARRANGEMENTS IN TECHNICAL EDUCATION

Conducted by
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Arkansas Department of Education
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TABLE OF CONTENTS

	Page
INTRODUCTION	1
OBJECTIVES	2
PROCEDURES	3
FINDINGS	4
EVALUATION	5
CONCLUSIONS AND RECOMMENDATIONS	6
ABSTRACT	8
APPENDIX	
TRAINING MANUAL	

INTRODUCTION

High technology has become an integral part of today's society. Thus, there are continuous attempts to improve what already exists and to create new and more innovative technologies. This creates a demand for personal and and professional competence in high technology usage. In order for students to be proficient in skills pertaining to such developments, there must be a constant re-examination and revision of vocational program in the schools technology. It is, therefore, essential that vocational teachers be informed of new developments in order to effectively carry out curricula changes.

Mastering the essentials in vocational education is a first step toward effective teaching, but what a student learns depends on what the teacher has him to do. The teacher must provide classroom and field experiences which (1) reinforce basic concepts, 2) stimulate interest, and 3) meet the students' individual needs. To be effective, the should acquire such experiences. This was the basis for the project: **Improving and Expanding Vocational Education Through Internship Arrangements in Technical Education.**

The director of the project met with four high school superintendents and their vocational education teachers to find out how an institute would meet their needs. The need for improvement in students' mathematics and reading skills and attitude as they relate to high technology was

articulated. Teachers stated that students lacked interest in high vocational technical education and requested information on innovation approaches to teaching content. The information was used to shape the content of the institute.

OBJECTIVES

The purpose of this three-year project was to use a problem solving approach to help vocational teachers develop new and innovative approaches to teach vocational education. Specific goals and objectives were:

Goals	Objectives
1. To design a series of inservice workshops to increase the knowledge and skills of vocational teachers in conducting high technology internship programs.	1. To conduct 10 three-hour sessions. 2. To conduct a three-week summer institute. 3. To have 80% of participants respond favorably to inservice activities. 4. To increase participants' knowledge relative to technical careers/training by 95%.
2. To identify and select participants from surrounding counties.	1. To have at least 15 participants in the in the institute. 2. To have representatives from programs with emphasis on technical careers. 3. To have at least three vocational programs represented.

3. To expand vocational training opportunities.	1. To have participants develop plans of action for student internships.
	2. To expose at least three students from each participating school to internship experiences.
	3. To have favorable response to the internship experiences from at least 80% of students and employees.
	4. To select at least five internship sites for each participating school.
4. To develop and field test a model internship program.	1. To develop an implementation guide.
	2. To have favorable response about the program from at least 80% of the participants.
	3. To have at least 80% of the school develop continuing plans for internship activities.

PROCEDURES

1. The advisory committee was formed and provided input for the content and structure of the institute. Correspondence outlining the objectives of the institute and permission to solicit the participation of vocational teachers was sent to each of the four superintendents who served on the advisory committee.

2. The project director developed the schedule for the pre-summer and summer institutes.

3. Letters announcing the institute and inviting participation were sent to the vocational teachers in the four school districts.

4. From that response, 15 teachers were selected and notified of their selection to participate in the institute.

5. There was a meeting with the institute director, coordinator of Vocational Teacher Education, chairperson of Industrial and Agricultural Technology, deans of Education, Agriculture, and Technology to work out logistics of the pre-summer and summer institute sessions.

6. Internship and field trip sited were identified and contacts were made to obtain approval by the director.

7. The director developed the format for the manual.

8. The institute was conducted.

FINDINGS

In the first year of the project participants were solicited from four school districts. However, those for the other tow years were referred by their peers. A total of one hundred five teachers in business, auto mechanics, home economics and building trades from Southwestern Arkansas participated in sixty three-hour seminars over the three year duration of the project.

Ten resource person provided information about high technology, internships, leathercraft, and ways of incorporating mathematics and reading skills in vocational classes. Participants developed manipulatives for use in their classes, wrote short and long range plans and an internship program for their school. Participants visited five different field sites where high technology was in extensive use. They visited the National Canter for Toxicological Research, Little Rock Air Force Base,

Systematics Incorporated Commercial Data Center and Arkansas Power and Light Company.

At the end of each project year each participant implemented the internship program developed. The project director did a follow up to ensure that students were provided with meaningful experiences for the internships. Two hundred high school students were placed on internships. The internship manual "A" Cooperative Effort Linking Education and Industry in Arkansas was developed and disseminated to each participants.

EVALUATION

There was continuous evaluation for the duration of the project. Participants were encouraged to give verbal feedback at the end of each session. Each participant completed a written evaluation at the end of each semester. Since participants received three semester credits, they demonstrated knowledge of content by means of regular tests and oral presentations.

Participants felt that the institute adequately met their needs by providing them with content to providing them with content to improve their teaching skills and new ways to motiviate their students. They were motivated to field test the manual and set up internships for their students. Also, they expressed interest in participating in

similar institutes.

Several school principals expressed satisfaction with the enthusiams of the teachers who participated in the institute. They were eager to implement the plans they developed. In the follow-up visits the teachers expressed increased student interest and involvement in vocational education.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of the three-year project was to use a problem solving approach to help vocational teachers develop new and innovative approaches to teaching vocational education content. The goal of the project has been accomplished and from the feedback from participants and follow-up investigations both teachers and students were more cognizant of opportunities for vocational educational graduates. This indicates that secondary school teachers in vocational education need workshops to update them on the influence of high technology in their areas. They need information on ways of incorporating updated information in experiences to prepare them for the world of work. Research indicates a high level of "burn-out" among teachers, thus, workshops or institutes can reinvigorate teachers who will in turn motiviate students.

Participants in the institute were amazed at the re-

for internship. This is an indication of the need for continued were unaware of the procedures for setting up an internship. The manual developed by the participants of the institute provide the procedures for setting up an internship.

Clearly there is a need for joint arrangements with small rural school since opportunities may not be available in such communities. However, continued efforts by teachers business and industry to collaborate will be of significant benefit to vocational education students. Collaboration of public school, college/universities and business and industry is vital in order that there is clear understanding of the need for vocational education. Also, such efforts will attract students in vocational education booth at the high school and college levels.

ABSTRACT

The goal of the three-year project was to use a problem solving approach to help vocational teachers develop new and innovative approaches to teaching vocational education content. One hundred five teachers participated in sixty three-hour technology, internships, leathercraft and ways of incorporating basic skills in vocational classes. They also developed manipulatives, short and long range plans and an internship program for use in their schools.

Participants visited several sites where high technology was in extensive use. With input from participants a manual entitled **"A Cooperative Effort Linking Education and Industry in Arkansas"** was developed and distributed to each participant. Two hundred high school students were placed on internships during this period. All participants felt that the institute helped them to be better teachers. They were excited about the linkages they developed with business and industry in Southeast Arkansas. The teacher expressed the need for similar institute in the future.

APPENDIX

INTERNSHIP SEMINAR 4331

1. Names of Students working on internship

2. Write the grade you want for this course and give the reasons

3. Problems experienced with placing students in internships

4. Negative and positive aspects of the program

5. Evaluation

REGISTRATION FORM
INTERNSHIP SEMINAR 4331

Applicant's Name_____Position_____

School_____Address_____

City_____State_____Zip_____County_____

School Phone_____Home Phone_____

Registration Fee: Check () your choice

() Non-Credit Hours

() Credit Hours

() Hours to be used for recertification

3 hours @ $53.00 each = $159.00

INTERNSHIP EVALUATION FORM

Student Name_____

Place of Training_____

Immediate Supervisor_____

Please rate the following question on a scale of 0 to 4 with 4 being the highest score possible

1. Is the student on time for work each day? _____
2. Is the student present each scheduled work day? _____
3. Is the student dressed appropriately for work in your shop? _____
4. Does the student listen to directions given him/her?_
5. Does he/she follow instructions properly? _____
6. Does the student ask for assistance when a problem arises that he/she is uncertain about handling? _____
7. Does the student work at a steady pace? _____
8. Does the student accomplish given tasks in a reasonable length of time? _____
9. Is the work accomplished with as much accuracy as you expect? _____
10. Does the student conform willingful, with no complaining to shop and policy rules? _____
11. Does the student work well with other employees in the shop? ____
12. Does the student refrain from participating in shop gossip? _____
13. Does the student keep work-related matter confidential? ____
14. Does the student follow the proper chain of command of resolving any problem with a fellow worker? ____
15. Does the student check with his/her immediate supervisor before leaving the shop other than at scheduled lunch breaks? ____

Comments_____

_____

_____

_____

_____

_____

_____

VOCATIONAL TEACHER EDUCATION
INSTITUTE EVALUATION

The following statements represent your involvement, performance and comprehension as a participant in this institute. Read each statement which best describes your assessment of the institute. For the evaluation, use the scale illustrated below:

Lowest 1 - 2 - 3 - 4 - 5 Highest

1.	Acquired content in all areas of vocational high technology as stated in the outline.	1 2 3 4 5
2.	Acquired content in all areas of high technology as stated in the outline.	1 2 3 4 5
3.	Acquired content in all areas of internship as stated in the outline.	1 2 3 4 5
4.	Participated in writing and designing activities.	1 2 3 4 5
5.	Attended all sessions of the institute.	1 2 3 4 5
6.	Acquired a useful set of notes.	1 2 3 4 5
7.	Acquired new information about coordinating vocational educational skills with academic subjects.	1 2 3 4 5
8.	Acquired some knowledge about the operation of an internship program.	1 2 3 4 5
9.	Acquired new information about high technology.	1 2 3 4 5
10.	Gained information about computer drafting concepts.	1 2 3 4 5
11.	Acquired new concepts on approaching industrial management.	1 2 3 4 5
12.	Observed high technology in action.	1 2 3 4 5
13.	Acquired some vocational problem-solving techniques.	1 2 3 4 5

14. Gaines new approaches to teaching vocational education. 1 2 3 4 5

15. How do you rate the success of this institute? 1 2 3 4 5

16. To what extent did you accomplish what you wished to accomplish in the institute. 1 2 3 4 5

17. Would you participate in a similar institute if offered another year? yes___ no__

VOCATIONAL TEACHER EDUCATION INSTITUTE
CLASS PRESENTATION
IN-SERVICE WORKSHOP EVALUATION

For each question check yes or no, and where you feel a comment would aid in a more meaningful evaluation, please do so (comments are very valuable for a more meaningful analysis).

Name of Presenter_____ Date_____

1. Were the objectives of the presentation clearly communicated? yes_____ no____
   Comment:

2. Did the presenter hold your interest? yes_____ no____
   Comment:

3. Do you feel that the material presented is relevant for your classroom? yes_____ no____
   Comment:

4. Was the material presented organized in a way to reach most learners? yes_____ no____
   Comment:

5. Was the approach used or varied? yes_____ no____
   Comment:

6. Were the manipulatives used relevant to the objectives of the top presented? yes_____ no____
   Comment:

7. Was the activity suggested or used relevant to the content presented? yes_____ no____

UNIVERSITY OF ARKANSAS AT PINE BLUFF

INTERNSHIP INSTITUTE PARTICIPATION

Participating School	# of Participants
Altheimer	9
Arkansas Boys Training School	4
Dollarway	4
Dumas	3
England	3
Eudora	4
Grady	5
Great Rivers Vo. Tech	32
Gould	2
Lake Village	2
Marianna	1
Mills	2
Pines Vo. Tech	4
South Central Career College	12
Wabbaseka	8
Watson Chapel	2
Warren	8
TOTAL	105

TRAINING MANUAL

Advisory Committee

Advisory committees can play a vital role in helping you operate your internship program. The general purpose of an advisory committee is to assist educational institutions in planning and developing new programs, and in evaluating and updating current programs.

Each Internship program in a school should have its own Advisory Committee. One should explain the purpose of the Advisory Committee to potential members before inviting them to participate. The members of the committee should understand what is expected of them before accepting a position on the committee. Once a person understands its purpose and accepts a position on the committee, he/she should be willing to fulfill its obligations.

A. Function of the Committee

The function of the committee varies according to the school's program.

The Advisory Committee functions in several ways when dealing with a proposed new Internship program:

1. To assist the school and private industry in determining or verifying the need for the program.
2. To aid the instructor in determining and sequencing the skills and knowledge to be covered during the internship.
3. To assist the instructor and administrators in selecting suitable sites and training stations.
4. To periodically evaluate the content, goals, and objectives of the internship program.
5. To aid in making decisions concerning continuance of the program.
6. To aid instructors in placing interns.
7. To assist instructors in publicizing their high technology programs.

B. Organizing the Committee

The key to success in working with advisory committees is in the organization of the committee. In organizing a committee, you must be cognizant of several things that will have a bearing on the committee's effectiveness:

1. To be effective the committee will have to be composed of people who have both the interest and the time to participate.
2. To be effective the committee should be comprised of a representative cross section of skilled workers, supervisors, and management personnel from the occupational area.
3. To be effective the committee must be run by an elected

member of the committee rather than the vocational instructor.

Interested people in the business and industrial community who have time to serve can be identified in person, by telephone, or through the mail. Regardless of the method chosen, potential committee members should be informed of the purpose of an advisory committee, the contributions an advisory committee member makes, the amount of time involved, the committee's function, and how his or her company can benefit from having a representative on such committee.

Advisory committees are usually made up of from five to ten people. Larger groups may prove cumbersome. It is important to include representatives from skilled labor, supervision, and management. People in each of these categories will be able to make their own unique contribution to the committee.

The wise vocational instructor will ask the committee to elect its own officers to manage and govern committee activities. This will avoid putting the instructor or any other member of the educational institution in the difficult position of dealing with tardy or inactive members.

C. Committee Meetings

Attendance at committee meetings is the most difficult advisory committee problem to deal with. For this reason, scheduling of advisory committee meetings is important. The vocational instructor should have a definite input in the scheduling of meetings, but the committee officers should actually do the scheduling. Some other scheduling tips to keep in mind are:

1. Never schedule a meeting just to have a meeting. Schedule all meetings for a definite purpose.
2. Schedule meetings at a time and place that is most convenient for the majority of the members of the committee.
3. On matters that concern certain members of the committee but not others, have a telephone meeting with the concerned members. When this is done, minutes of the telephone meeting should be kept and distributed to all members so as to keep them informed.
4. Provide all members with an agenda and at least one week's notice for all meetings.
5. Before scheduling a meeting conduct an informal telephone survey of all members to determine if the tentatively-scheduled date is acceptable to most of the members.
6. Always take comprehensive minutes of all meetings and distribute them to committee members.

(Sample of Advisory Committee Minutes - See Appendix)

Once the Advisory Committee is in place a survey of the area to be served can determine if the internship program will be well received by businesses. It can also provide a beginning for placement of interns.

Training Stations

Some factors to consider in determining what constitutes a suitable high technology training station:

1. Are computers, microelectronics, hydraulic, pneumatic, lasers, nuclear, chemical, telecommunications or other

technologies used to enhance productivity?

2. Does the assignment relate to career objective?
3. Will the assignment increase the student's technical awareness?
4. Is there adequate supervision?
5. Are there safe working conditions?
6. Are the businesses reputable?
7. Will there be flexible or adjustable working hours?
8. Are there provisions for minimum travel?

Approval and adoption of an internship station should be a mutual agreement among employer, school, instructor, coordinator, and intern. It is the instructor's and coordinator's responsibility to see that the employer understands that this is an educational program and not "free labor".

Student Placement and Evaluation

Instructors should provide university project staff with a list of prospective interns and their place of residence. One aspect of placement which will help insure a successful program is the placement of students in or near their home towns. Once all survey forms have been returned and visits have been made to industry, the project staff and instructors can begin to match available positions with available interns according to geographic location and skills.

One major aspect in placing a student on the job is to accurately match the student to the employer. The student's career objective and personal characteristics must be analyzed and matched to an employer whose wants and needs have also been analyzed.

Several methods may be used to place students. Some are:

1. To allow all interested students to apply to a specific training station.
2. For instructors to select one student and others successively if the first student is not accepted.
3. For employers to select a student from the prepared list of interested students.
4. For the instructor to assign the student to a training station after carefully matching needs of student and business.
5. To have the student furnish name of desired training station, and the instructor and coordinator to call to discuss placement of that specific student.

During this time period, project staff should meet with the prospective interns and make certain they understand all aspects of the program. Instructors and the project staff should work together in making arrangements for interviews by personnel. Some instructors may wish to require students to make interview appointments; others having a small number of interns may even wish to take all students to visit each training site prior to the beginning of the term. In any event, each intern should visit the training site before the program begins so that he/she will know where to report for work, to whom to report, and to know any other necessary information prior to beginning work.

Shortly before the Internship term begins, each participating school should prepare employment folders for each intern. These folders should contain the following information:

1. Personal information sheet showing needed personal information for the supervisor (such as intern's address, telephone number, nearest relative, etc.). A copy of this form may be necessary for the Internship staff files if this information is not already available.
2. Copy of school insurance policy and/or release form to be signed by student. Some companies may wish to have a signed release form; others will need only a copy of the insurance policy covering the students. Since interns remain full-time students, they should be covered by the school's policy and therefore will not need coverage by industry and, of course, will not be eligible for workmen's compensation.
3. Attendance report forms to be signed by industry personnel. If students are to adhere to the regular school attendance policy, it is necessary that a report of their attendance at work be made each week. Students should be aware that it is their responsibility to get the form signed by their supervisor each week before returning to class.
4. Student rating sheets to be completed by industry personnel. All intern students are evaluated on a quarterly or semester basis by their instructors at the time grades are issued. The supervisor should evaluate the student as an "employee." Each department should prepare an evaluation form to be used for its interns. This form can be weighted in some manner; i.e., Superior, Good, Average, Poor, Unsatisfactory. These ratings can correspond to grades: A. B. C. D, and F. If a

rating sheet is prepared for every three weeks, this gives the instructor three evaluations forms to use as an aid in determining the student's Internship grade. Sample forms are included in the appendixes. The evaluation sheets should be discussed with the student. Since it is common in industry to evaluate personnel and discuss the evaluation with them, it will be good if this is also done for the interns. However, some industry personnel may hesitate to do this since the interns are not paid employees. If this is the case, the instructor should go over the form with the student and point out strengths and weaknesses noted.

The day before the Internship begins, the university project staff should meet with the interns and their instructors to give last-minute instructions and to answer any questions. By this time, the interns should be familiar with all aspects of the program, should have been to the training station for an interview, and hopefully,will be looking forward to their first day on the job. This is often a frightening time for those who have never worked and sometimes for those who have.

The university project staff can make the transition to the working world easier by encouraging interns and making certain that they know that the instructors and the university staff will be available should they need help.

The project coordinator should have a master list of all interns, their training sites, the supervisor's name, and the training station telephone number. Each instructor should be provided with a list of his own interns and a master list should be given to school administrators.

This list can prove invaluable when scheduling visits or when an intern needs to be contacted while he/she is on the job.

Visits to interns should be scheduled by the university project staff and the instructors. Each instructor should visit on a "regular" basis, perhaps once every two weeks. Some interns may need visits more often, some less. In the case of one-instructor shops, it may be necessary to hire substitutes occasionally or visits can be made after 3:00 p.m. if the number of interns is small and the distance short.

The university project coordinator should plan to visit each training station at least once during the internship term and more often if problems occur. It is the primary duty of the university coordinator to insure a smooth-running program and maintain good public relations with industry personnel.

If desired, school administrators might appoint assistants to the project coordinator to help with the Internship duties. In that event, visits might be divided among staff members, perhaps on a geographic basis or perhaps according to service area.

The university project staff and participating instructors should be allowed sufficient release time from teaching - or other regular duties - for visits to industry and for paperwork necessitated by the Internship program.

The Internship program will be successful if all concerned have a positive attitude and view this time as a learning experience and an extension of the regular program.

Interns should return to the classroom (shop) on a full-time basis one week before final examinations. This is the time when all

evaluations of the program should be made. Some students may have class work to make up before meeting "passing grade" requirements. This is also a good time to have some type of social activity for interns and their supervisors. Funding for this could be a problem. Interns might wish to have a fund-raising activity; or the Advisory Committee could assist with funding for this. Instead of this activity, or in addition to it, certificates of appreciation might be issued to all training sites. News articles listing the training sites and pictures of interns at work can also give recognition to both interns and the training stations.

Student's Responsibilities

It will be the responsibility of the student to provide transportation to the job site. Since interns will be placed near their homes, this should not prove a hardship to students.

It should also be the responsibility of each student to notify the instructor and the on-the-job supervisor if he/she cannot be at work at any time.

It will be the responsibility of the student to report any problems and difficulties promptly to his instructor. The student must be aware that he/she cannot "quit" his internship "job" without notice to the instructor. Problems on the job are to be reported through the proper chain of command: to the instructor, next to the project coordinator, and then to school administrators for solutions.

School's Responsibilities

It will be the responsibility of the school to make all rules and

regulations of the Internship program clear to interns and to industry personnel, and to provide a staff member's visit to the training site at any time industry should request this. To insure a successful experience for each, it will be the responsibility of the project staff to see that all paperwork is completed for each intern and to provide assistance to interns and industry.

Industry's Responsibilities

It will be the responsibility of industry personnel to provide adequate training and supervision and to make certain that students are engaged in work which will provide a good learning experience. It is the responsibility of industry to provide a realistic work experience and to treat the interns just as they would their own employees.

Evaluation

Evaluation of any program is necessary to determine if the program is meeting its objectives and to make changes as the program progresses.

Interns, instructors, and industry personnel should evaluate the effectiveness of the program in terms of its benefits to students, school and industry. These evaluations will help project personnel in meeting industry's needs, in developing curriculum, and in placing future interns.

Evaluation instruments can take various formats, but here is some information that should be requested from students:

1. Was your work experience highly technical?
2. Did you receive good work experience and training in the program?

3. Did you experience any problems with duties which you felt you were not equipped to handle?
4. Were you able to relate classroom learning to on-the-job training?
5. Did you receive a job offer from the training site, and if so, did you accept the offer?
6. Were you able to perform satisfactorily the duties assigned to you?

Here is some information that should be requested from industry:

1. Were the skills demonstrated by the intern those which your industry feels are necessary skills for beginning employees?
2. Do you have any suggestions for improvement of the Internship program?
3. Did you experience any problems with the intern or any aspect of the Internship program?
4. How does the intern compare with other beginning employees you have hired?
5. Has the intern developed into a useful employee?
6. How can the institution help the intern become a better employee?

During the evaluation period, instructors should also re-evaluate the training sites to determine if they should be used in future terms. In evaluating the sites, instructors should consider the quality of training received by the student as well as the interest exhibited by the supervisory personnel, and the equipment available for training.

Evaluation is also accomplished through student seminars held during the Internship term. A weekly seminar or sharing of experiences gives the interns a chance to talk about their experiences and aids in evaluation of the program.

Suggestions and Recommendations

The following suggestions are made to those planning to implement an Internship program:

How will grades be utilized in the program. Will the student's evaluation sheet be used for grading purposes, and if so,will it be used in combination with other class assignments? For example, in the Business Education Department at Great Rivers Vocational-Technical School, Internship comprises the Office Procedures II requirement of the state standardized curriculum for business at post-secondary schools. The student's three evaluation sheets are averaged, and points are also given for completing a weekly report of activities and for taking part in the seminar discussions held each Friday. In addition, students who are not enrolled in both shorthand and accounting are assigned additional work, sometimes in the form of a typewriting practice set and sometimes in the form of in-basket exercises. All of these make up a student's Internship grade.

What will de done about "problems." There will be problems. Some that might be expected are a student's lack of transportation, inability to perform satisfactorily on the job, poor training received at the training station, attendance, etc.

Be flexible about student problems. All cannot be handled in the same manner. If there is a student who, the instructor feels, may

have difficulty in handling a job, take special care in placement of that student. Analyze just what skills the student has and place him/her where these skills and no others are necessary. By all means, explain to the training station supervisor the student's strengths and weaknesses. It is most important that all students have a good experience in the Internship program and feel that they have been successful. Proper placement and counseling can insure this. During the project, it will have been discovered that some students whose instructors felt unsure of the student's ability initially were some of the most successful participants in Internship. Because of proper counseling with students and explanations to industry personnel, these students were assigned duties which were within their level of skills, and many of them felt for the first time that they could be successful in their chosen field.

If a student does not have transportation, perhaps he/she can ride the bus to the school and then be taken to a training site by the instructor or a staff member; at the end of the day, the student will be picked up and returned to the school to ride the bus back home.

Many students will have after-school jobs. Since they will receive no pay on Internship, it is imperative that they be allowed to keep these part-time jobs. Arrangements can easily be made when placement is done to let these students leave work in time to get to their part-time jobs.

Some students may wish to intern where they already work on a part-time basis. This has both advantages and disadvantages; therefore, each case should be considered individually.

Some employers will want to pay the interns. This should not be allowed, for some students should not receive pay while others receive nothing. However, upon completion of the Internship,employers involved in the Internship project may give the students awards,or they may hire the students on Saturdays for pay.

Once a student is placed, if his work is not satisfactory, it may be necessary to remove him from the training site. There may be personality conflicts or other problems which arise. The important thing to remember in this case is to keep the good will of the industry representatives. If they are unhappy with a student, move the student.

On the other hand, it may be the student who is unhappy. Perhaps he/she feels that the work experience is not satisfactory. In this case, the project staff should talk with the supervisor and try to arrange for a more satisfactory work experience. If this is not possible, the student should be moved to a different training site.

What about attendance? It is suggested that the regular school attendance policy be followed. Students should also work the regular working hours of the business to which they are assigned, but no more than an eight-hour day. (An exception will be those students having after-school jobs.) Students should receive the regular school holidays that occur during their Internship term.

Setting up the program. In selecting a coordinator for the Internship program, the school administrators should keep in mind the following qualifications:

1. The person's knowledge of vocational education
2. The person's knowledge of the complete program of the school

3. His or her interest in and experience in public relations
4. His or her interest in traveling and meeting people and in speaking to groups about the Internship program and vocational education
5. His or her ability to organize paperwork
6. His or her ability to adapt and to accept changes in the educational process
7. His or her strong belief in the Internship program and its usefulness and effectiveness

The Internship staff needs space of its own - a small office, filing cabinets, a telephone for contacting training sites, a typewriter, and if possible, clerical help. There is a vast amount of paperwork involved in keeping up with the placement of students and the follow-up of the interns.

Conclusions

The Internship program can be an effective, efficient capstone at the end of the vocational student's training period. There is no substitute for actual on-the-job training, and there are many instances where training received on the job cannot be duplicated in the classroom or school shop. A student who has received sufficient skills during training needs a period of time in an actual work situation to adjust from the school atmosphere to the real world of work. Although such subjects as attitude, the work ethic, attendance, etc. are taught in the classroom, it is in the actual job situation that the student really begins to understand these areas and relate them to his/her life.

The Internship program, provided during the student's last quarter of training, can produce a new employee already adjusted to the working world.